

THE ADVOCATE INC.

Freedom Of the Press Belongs Only to Those Who Own One

VOL. 1 NO. 14 APRIL 2, 1969

LOWELL, MASS. 10 CENTS

PROBLEMS STILL NOT SOLVED

On Wed, March 26, The First Student Faculty Admin. Seminar Took Place

On Wednesday, March 26, the first Student-Faculty-Administration Seminar took place at Lowell State. The idea for the Seminar was originated by Mary Lee Brassaro after growing tension between students and administration came to a climax on Friday, March 21, when President O'Leary announced to the students that the present calendar would have to be extended four days in order to make up for the days lost because of snow.

This proposal was supported by a Faculty Senate Meeting on the following Monday. The Faculty Senate felt that the Seminar would be a good way for feelings to be voiced by students, faculty and administration.

Bernie Battle, S.G.A. President worked tirelessly throughout Tuesday in preparation for Wednesday's events. Seminar topics were decided upon, faculty members were recruited, and various reports were mimeographed so that the students would have all available information on the different seminar topics. The only thing remaining to be needed for a successful seminar was interested students. This was the big question being asked - would students come to school on a day of classes?

Everyone's hopes were fulfilled when nearly half of the Student Body crowded into the Little Theater to hear Bernie Battle's opening remarks. Grateful for the enthusiasm and the size of the crowd, Mr. Battle expressed the hope that the day's events would put an end to the tag of "anti-intellectualism" which had been placed on L.S.C. Students. With this hope, he dismissed the group into their individual seminars, which were scattered throughout the campus.

Bernie suggested that the morning sessions be concerned simply with stating and analyzing the problems and

leaving the afternoons open for probable solutions to these problems. Students were also requested to attend the same discussion groups in the afternoon that they had attended in the morning in order to be well acquainted with the particular problems discussed when seeking their solutions.

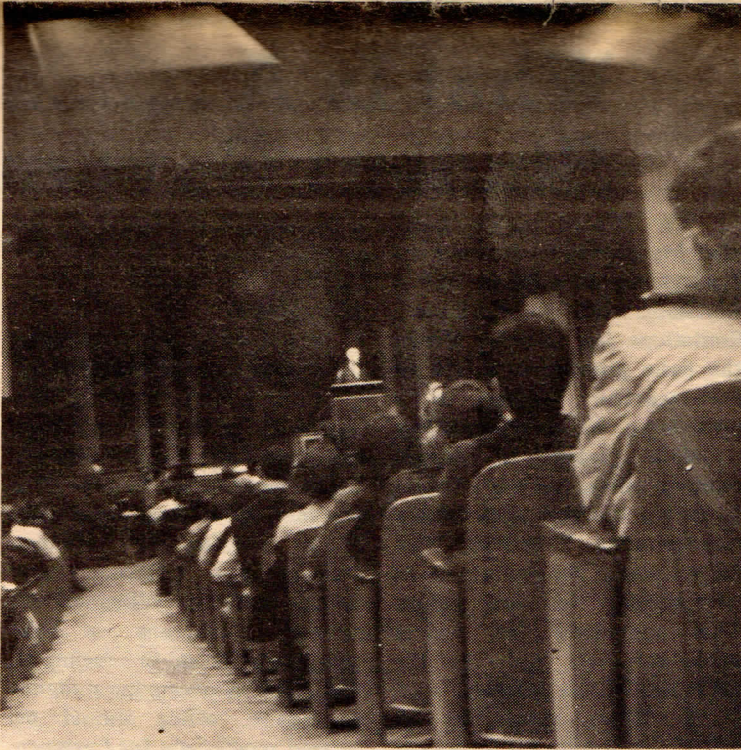
Because Dr. Guindon was unable to attend the Seminar, Dr. O'Leary spoke to the gathering about the Loomis report. Following Dr. O'Leary to the podium, Dr. Joseph Zaitchik outlined the proposed All-College Senate which is hoped will go into operation sometime in May. This will give

the students and faculty more of a voice in the making of policy.

After Dr. Zaitchik finished speaking, the stampede to the cafeteria began for the lunch hour break. After this, everyone returned to their respective discussions fully replenished.

The afternoon sessions were concluded at 3 p.m. with each sub-committee arriving at what they felt to be suitable solutions to the problems they discussed. A summary of each committee's report was given by a member of each discussion group as well as proposals and resolutions concerning the problems discussed. It was

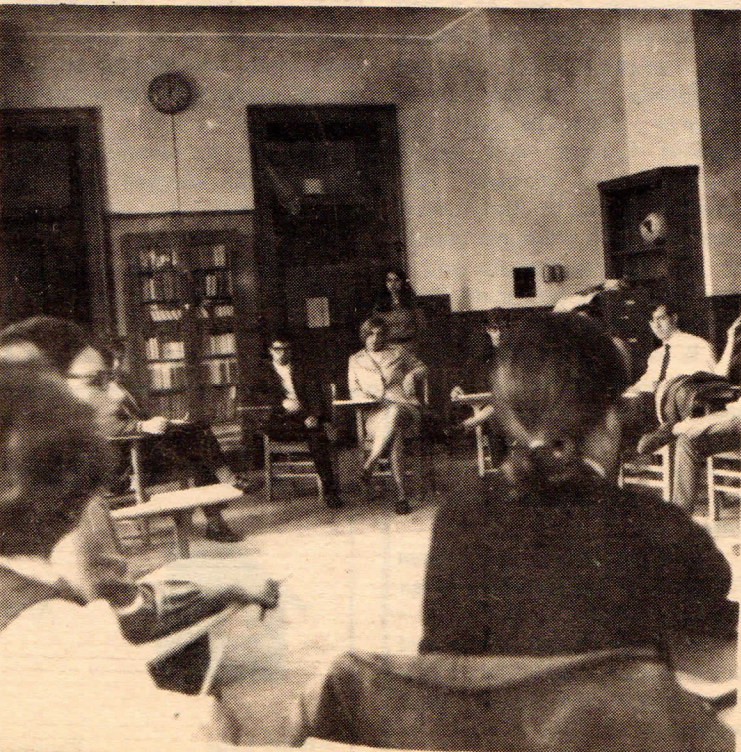
(Continued on Page 6)



Dr. Kamien Instructs Students

Dr. Kamien, in an interview with the Advocate, felt that she was misrepresented in an editorial which appeared in the March 27th issue entitled, "Dr. Kamien makes a plea for Plants".

Dr. Kamien wants it to be known that, in answer to Dr. Lyons charges that some professor's won't speak because of fear, "promotions and merit raises have been left up to the discretion of the chairman of the department. Politics have never entered into these discussions in my department. Promotions are based on dedication and ability of each individual professor." The professor should have the right to make up his own classes, but he should have the scope within which to make up these classes.



Faculty Members Speak Out Against Trade School Mentality

A Senate meeting of the Faculty Senate was held on Thursday, March 27, at which time a resolution from the Music Department caused much discussion. Other topics of discussion centered on a report from the Committee of Academic Affairs, and the new calendar proposed for the academic year 1969-70.

Representing Dr. Gilday of the Music Department, Mr. Holevas distributed copies of a proposal which stated that: "We propose that the Faculty Senate of Lowell State College affirm its support of the college music department in its efforts to resist the establishment of music education departments in the other Massachusetts State Colleges at this time."

Mr. Holevas explained that recently Westfield State College has sought approval from the Board of Trustees to incorporate a music department into their college. This would be a fully accredited music education course which would allow students from the Western part of the State to take such a course at Westfield instead of travelling to the University of Massachusetts or to Lowell State College.

Views from faculty members who supported this proposal centered on the fact that if such a program were initiated at Westfield, this could

possibly lessen the chances for the needed funds for the music department at Lowell State College. Dr. Goler, a proponent for this proposal, also stated that last year, L.S.C. was undersubscribed by eighteen students into the music program. This would seem to indicate that the need for this program would not seem to be great enough to warrant the initiation of another program in another college.

After opposing and supporting views were given, the faculty supported the proposal with the following amendment added: that it be further studied and evaluated in terms of the need and effect on established programs.

Dr. Abraham Rennert, a member of the Biology Department, then asked to give his views on this decision. Since he is not a member of the Senate of the Faculty Senate, he was not allowed to vote on this proposal. Dr. Rennert opposed the support of this proposal from the music department because he felt that by not allowing another college to initiate this program into their curricula, we would be depriving some students who would not be able to attend L.S.C. or the University of Massachusetts from enrolling in a program which they want and are interested in. At the

(Continued on Page 3)

Dean Fisher Squelches Certification Rumors

Academic Dean, Dr. John Fisher, has branded rumors of the abandonment of the Early Childhood Program of the Elementary Education Department as "utter nonsense." The Early Childhood Program is purely experimental for one year, initiated through the co-operation of the Administration, the Education Department, and the Faculty Senate.

Dr. Fisher stated that Dr. Leitman, who is the head of this

off-campus program, will handle the accreditation for the group because he alone, is aware of the progress that the members of the group have made.

Whether or not this program as initiated by Dr. Leitman will continue will be decided upon after full evaluation of it has been made. Dean Fisher made it clear, however, that if there is any discontinuance of this program, it will not be of the Early Childhood Education Program, but merely of Dr. Leitman's part of it.

PIZZA by CHARLES

1334 Middlesex Street
452-1172

TAKE OUT AND COUNTER SERVICE
PIZZA - PEPPER STEAK - VEAL CUTLETS

Variety of Sandwiches on 6" and 11" Rolls

Committee Proposals and Resolutions

Communications and Public Information

A. Bulletin Board
A glass enclosed bulletin board with key be established in the main lobby of the Administration Building.
This bulletin board be maintained by a secretary in the Administration office.
This board shall contain official notices of the Administration, Faculty, and Student organizations.
The Social Chairman of the S.G.A. shall be responsible for collecting all information of the student organizations and submitting it to the secretary in charge of the bulletin board.
The Faculty and the Administration shall give their information directly to the aforementioned secretary.
The cafeteria bulletin boards shall contain unofficial notices and posters.
Departmental information unless of general interest shall go on separate bulletin boards near the chairman's office.

B. Public Address System
The student government obtain a reliable public address system for the cafeteria and lounge area.
This public address system should also be used responsibly.

C. Closed Circuit Television
Our seminar group would like to compliment the Cultural Committee on their use of the closed-circuit television for faculty-student-administration discussions. We recommend that more of such discussions be held in order to enhance communication between these groups.
A televised Student Council meeting be held with members of the Administration at the discretion of the President of the Student Government.
The bulletin board and a good public address system would be invaluable in informing the students of this televised meeting. The meeting itself

Physical Facilities

A. Parking Facilities
1. Propose that a delegation of students with the approval and support of the Administration to Petition the Traffic Commission of Lowell in implementation of lifting the parking ban on Broadway and Wilder streets.
2. Proposed that a policy of open parking be instituted on a first come first serve basis. There would be no Faculty Parking. The reserve parking will be for those who are suffering from injury.

B. Cafeteria
1. Proposed that the tables in the cafeteria be removed 3 ft. from the side on which the windows are located in order to protect the safety of the Student Body in the case of fire.
2. Proposed that a cigarette machine be installed.

would be invaluable in informing the students and faculty of the Administration's actions.

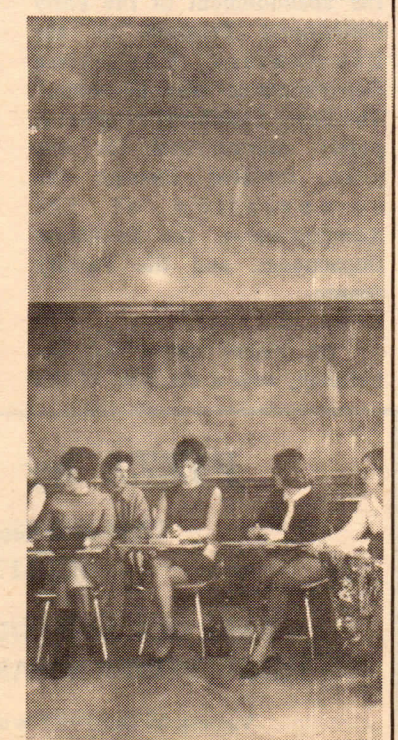
D. Mail
When tuition bills are mailed in August and December, there should also be mailed with them, an Academic calendar for the
There should also be included a list of electives. This list should contain a short description of the course and prerequisite if any.
The calendar and list of electives may be in the form of a news letter or separate mimeograph sheets, whichever is more economical.
It is very important that the students and faculty receive this advanced information.

E. Calendar
It is important communication that the academic calendar be made up well in advance with no arbitrary changes without the advice and consent of students and faculty.
When this calendar is drawn up, it shall be done with the consultation of students and faculty.

II. STUDENT-FACULTY
A. A system of faculty advisors should be set up in every department in order that the students may receive more information for their future roles.
B. The "shower curtain" (wall at the faculty dining area) should be removed in order to increase communications between students and faculty.

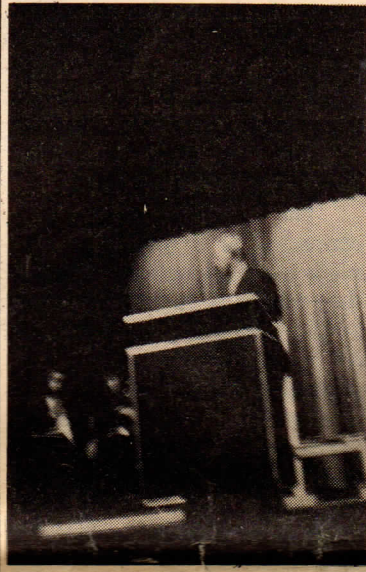
III. STUDENT-STUDENT
A. There should be a closer liaison between the Public Relations Chairman, the Social Chairman and the Cultural Chairman of the Student Government, in order to organize the Cultural Chairman of the Student Government, in order that all information be organized.
B. There should also be a closer liaison among the Public Relation Chairman of the S.G.A., the college news and the college Public Relations Director.

Students discuss problems in Accreditation Seminar



Seminar on Student Power

The Primary concern of the seminar on Student Power was to determine whether or not that concept is a legitimate one. Since the potential for Student Power does exist (this derives from the fact that students are essential to a college) this question was directed at the motives behind the exercise of Student Power. As is true of any analysis of human power it was impossible to refine the solution to a single answer or motive. Nonetheless a consensus of the views given Wednesday on the question of Student Power indicates that the primary justification for the use of that power is that since decisions are



made at the college which fundamentally affect the lives of the students enrolled there, they (the students) have a natural right to participate in making those decisions.
The far-reaching implications of such a notion are apparent. Mere consultation of students as to their feelings on matters of importance is not an expression of Student Power. Perhaps the essence of Student Power can be expressed as involving the right of students to assume a portion of the responsibility over the development of their lives.
In order to begin immediately to assert Student Power the participants in the Seminar on Student Power felt the need to make the following demands:
1.) that Academic Freedom, in all that it implies, be afforded to all the students of the college.
2.) that student representatives in the proposed all-college Senate be increased.
3.) that the students assume a role in the development and evaluation of curriculum.
4.) that the Bookstore be investigated and that the feasibility of a Student Co-operative Bookstore be studied.
5.) that the administration

of student finances be returned to the students.
6.) that the Administration of the college make public all information from the Board of Trustees, the Board of Presidents and the Advisors of State Colleges.
7.) that the Administration inform the student body and the faculty of all impending major decisions.
8.) that the student body be afforded a direct line to the Board of Trustees.
9.) that vastly enlarged guidance procedures be developed.
10.) that medical facilities be expanded.
11.) that the college library and the gym be opened more often, specifically that the library be opened Friday and Saturday evenings and that the gym be opened weekday evenings and weekends.
12.) that the athletic Council be allowed to fulfill its legal function of administering the athletic trust fund.
13.) that a cigarette machine be placed in the cafeteria.
14.) that these and all the demands produced by the Student Faculty Administration Seminar be forwarded to the President of the college, to the Faculty Senate and to the Student Council.

What Is A Student Government?

We found that many students do not know what the Student Government is, how it functions, what its powers and limitations are: in other words, the basic problem is a lack of information leading to a breakdown in communication.
With regards to section representatives, there is a failure to define the role of a section representative. Therefore, they do not realize the importance or responsibility of their office. This committee has several proposals to aid in the alleviation of this problem:
A. There should be an S.G.A. orientation for freshmen. (Explanation: a day or a half day should be set aside during the orientation period specifically for explanation of campus organizations, the Student Council, and S.G.A. workings in general. The speeches given by the various presidents and chairmen should be less extemporaneous and a great deal more informative and thought-provoking.)
B. Student Council members should supervise the election of section representatives. There should be no necessity for "drafting" a section representative without a formal vote.
C. There should be a system for recall or impeachment of lax representatives.
D. There should be required meetings of section representatives with their sections.

however, that giving the section representatives a vote has been a definite incentive to greater participation.
Students do not understand the "openness" of the Student Council. This committee discovered that many students are afraid to go into the Student Government office to present a problem, offer their assistance, or air a gripe. The Student Government officers must always show a willingness to answer questions or hear complaints. To aid in a feeling of participation among the students an S.G.A. office should be created specifically for freshmen (for example, "freshman representative to the S.G.A.") to foster early involvement on the part of students in the workings of the S.G.A.
To aid in communication between the Council and the student body this committee suggests the following:
A. More emphasis should be placed on the student handbook. It should be given to all freshmen during the above-

mentioned orientation and should include not only material concerning S.G.A., but also information regarding classes, requirements for graduation within the different majors, an explanation of the cumulative grading system, etc.
B. A printed newsletter summarizing Student Council meetings should be distributed to all section representatives as soon as possible after the meetings. This newsletter should be more than a listing of motions. It should also include summaries of the discussions that were held and a list of all
(Continued on Page 8)

"Established in 1866"

PRINCES

Stationers — Booksellers

Artist Supplies

104 — 108 Merrimack St.
Lowell, Massachusetts

The House of Crafts

Arts and Crafts Supplies

Alpine Lane

Parlmont Plaza

Chelmsford

EDITORIAL

The "Time Out" or seminar, or whatever it was, was certainly a milestone in the history of this college. As the President often said during the hectic week of the "Time Out" he had not given students any share in decision making because they had never asked for it before. Last week the students asked.

So far the gains from the somewhat genteel confrontation has been to get a cigarette machine brought to the campus and the extra days rescind. Of course, we would like to mention that there is no reason why this campus should not have had a cigarette machine before this except that our president arbitrarily refused to have one placed here. And as for the extra days, they never should have been scheduled in the first place. Yet even though they were, to remove these days that never should have been, the students had to practically seize the president and his man Fisher by the throats before they would call back the die they had cast.

What we are trying to say is that so far all we know is that to get the president's ear for our requests, we have to pull it. There is still no functioning institution on this campus to check the autocracy at its head. After Wednesday power returned to its abode of 19 years—the president's office.

This editorial is certainly not to be construed as an attack on the student body. True, for four years the editor has been waiting for revolution and he only got a "Time Out". Yet the spirit, force and purpose of the students that returned to the president in shreds his charge of anti-intellectualism. There could not be any sensible person on this campus who was not pleased and excited by the students.

But to return to our subject, where do we go from here. We can not let fail the momentum that we have built up. All the demands formulated should be presented to the SGA for approval and then presented to the president of the college.

Secondly, a lasting alliance with the faculty must be made. Here is a serious problem. In the new academic senate proposed by the Faculty students are not being given equality on the committees. The faculty must realize that it is we the students who were bold enough to challenge the president. We did not do this just so we could change masters. We do not want the faculty to rule us as the president did (or still does). Except for the committee on Faculty promotions, tenure and grievances, representation should be less than half, the students should have equal representation with the faculty on all committees.

If the faculty persists in offering the students "tokenism" and "High Visibility" on the academic senate but no real power the students should shun their organization. There is no faculty power without the students; after Wednesday they should realize this.

Proposal On Improving the College Atmosphere

The results from the Student-Faculty-Administration Seminar, Topic II.

This specific seminar felt that to improve the quality of Lowell State College the proposed Senate would be the best solution in enhancing the college atmosphere.

Concerning Anti-Intellectualism, it is felt that the present system should be changed by means of the course curriculum program and more electives.

It has been suggested that a Newsletter be initiated at Lowell State College as soon as possible. The purpose of the newsletter would be to inform the students and faculty what is happening in political as well as functional activities at Lowell State.

To create better Student-Faculty communica-

tions it has been suggested that each department be assigned an advisor to whom students of that major would be able to freely discuss their problems.

To help rid apathy from this college there also has been proposed that beginning next semester a general activity period would be set aside so as to allow students to attend desired functions and meetings which would be impossible to attend at later hours. This idea was submitted because it is believed that these functions are just as important in terms of an education as attending classes.

Finally, it is part of the general consensus that the entire academic program would be improved by an increase of faculty-student-administration seminars.

Problems in Music Department

Dear Editor,

In this letter I'm speaking to the music majors of L.S.C. On Friday at the "Pothouse" a group of seven freshmen music majors got together and performed. There is nothing really unusual in this except that some people enjoyed and listened to their performance. For me this was both a gratifying and disconcerting experience. It was gratifying because these kids were excellent performers, however it was disconcerting because I realized that not too many senior or junior upper-classmen could have taken their place. What does this mean? It means that only a few music majors perform the music of the people and most of the music majors perform only DEAD music. Why doesn't anyone come to recital hour and why do we have to beg people to come to our concerts? Most of the bands that perform at L.S.C. are made up of non-music majors or high school students. Why? I think you know the answer yourself.

Brian O'Connell 4-M

P.S. If you wish to discuss this letter, see me personally, because I have not really expressed myself very well on paper. After all, I'm only a music major.

Profanity and Teaching Ability

Dear Editor,

Chris Kent, editor of the Salem State College Log has been told by the college administration that he is not going to be allowed to practice teach. The disagreement arose over Kent's publishing a "four letter word" in the Log. If Chris is not allowed to practice teach, he will not be eligible for a teacher's certificate. It appears that the education department at Salem feels that if a person prints profanity he would not make a good teacher; this is outrageous! It is my opinion, as I am sure many other people's as well, that a student's activities on the college campus are totally irrelevant to his character and ability as an educator. In fact, I would go as far as to say that such responsible activity as the editorship of a college newspaper can only serve as an aid to one's experience, so valuable to the ideal teacher. I also maintain that by the time students reach the college stage of their education they must have been exposed to profanity in some form or other. Most people read Steinbeck or Faulkner before they leave High School. I have never heard anyone criticize their work because they wrote "Fuck" or "shit". We, the students of Lowell as well as the students of Salem must take a stand, not in condemnation of the use of profanity, but in support of the reality of life.

T.H. Flanders

Letters To The Editor

Problems in Music Department L.S.C. Prof Pleased with "Time Out"

Dear Frank:

During my fourteen year career in this profession, I have very often been proud of my students, but I have never been more proud than I was of the students of Lowell State College on the day of March 26, 1969. I sensed many commendable attitudes during the day: sensitivity, sincerity, honesty, generosity, "faith, hope, charity," and academic interest (intellectualism). My thanks generally to all those involved, my congratulations to Bernie Battle, Pat Malloy, you, and all other student leaders, and my personal thanks to those who participated in the workshop concerning teacher preparation and accreditation. I wish we of the faculty could, indeed, take credit for initiating these activities, but contrary to common misconception, we cannot.

My only regret is that the activities at Lowell State College on March 26 did not receive more attention by mass media. Unfortunately, peace, though

precious, is evidently not newsworthy.

Sincerely,
Joyce G. Denning
Assistant Professor
History Department

Trade School

Faculty-Student-Administration Seminar last week, the claim was made that L.S.C. is a trade school. Dr. Rennert explained that the need for this program is simply to make this school and other schools a college, and not a school with one strong specialization with every other course centered around it. He said that "by attempting to enforce this status of specialization on other schools, L.S.C. is attempting to remain a trade school." Dr. Rennert did agree that we should have a strong major such as music, and should be able to expand it and build it up, but he also felt that we should not stop another college from doing this also.

This discussion led to a motion to reconsider the original, at which time it was voted against.

This faculty senate meeting also passed a resolution which stated in effect that the Board of Presidents be notified and be required to publish minutes of all their meetings. This resolution was passed unanimously.

Other topics of discussion which have not yet been resolved are the report from the Educational Policies Committee on the Behavioral Science Program, and a report on the school calendar for the Academic year 1969-70.

PHYSICAL FACILITIES

(Continued from Page 2)

3. Proposed that the lounge receive furniture which would be useful and versatile in making the lounge a multi-purpose facility while at the same time reducing the over-crowding in the cafeteria.

C. Multi-Purpose Buildings

1. This committee felt that multi-purpose buildings are inadequate and are of an antiquated nature; that single purpose buildings are the answer to Lowell State's problem of increased enrollment.

Buy Advocate Subscriptions

The Advocate, Inc. 1968 - 1969

Published weekly during the college year except during vacations and examination periods by the students of Lowell State College. Offices located at Lowell State College, Lowell, Massachusetts 01854. Telephone: 454-8011, ex. 30. Subscriptions for students: \$1.50 per semester. Subscriptions mailed for \$2.25 per semester.

Editor-In-Chief Frank M. Baglione
Business Manager Mary Lee Brassard
Assistant to the Editor Larry Doyle
Managing Editor Beverly Collins
News Editor Ingrid Shadan
Assistant News Editor Dennis Prebensen
Layout Editor Linda Hess
Advertising Editor Richard O'Brien
Assistant Advertising Editor Robert St. Louis
Art Editor Sharon Miller
Feature Editor Pamela Barron
Photography Editors Kathy Linehan
Brenda Mullin
Exchange Editor Ann Marie Wholey
Men's Sports Editor James Slattery
Consultant Peter Blewett

Staff: Charles Scroggins, Ray Brassard, Tom Flanders, Kitty Keane, Kathy Walsh, KiKi Vergados, Ronald St. Marie, Vivian Szetela, Mary Demis, Deborah Quinn, Dennis Camelio.

STUDENT FACULTY ADMINIS



O'Leary Instructs Students

On Wednesday morning, March 26, President O'Leary addressed an assembly of 600 students and faculty members on the future growth of LSC.

In an early morning meeting with the master planner, Dr. O'Leary explained that the realistic enrollment projection for this college would be 5000 students and not the designed 10,000. Dr. O'Leary stated the reason for this lay in the unique geographical location of LSC which is a triangular formation.

According to the President, this area could not be extended without destroying valuable tax land. Further Dr. O'Leary figured that a parking area for 10,000 students would encompass the entire existing area, leaving no classroom space.

The idea of building a second commuting college outside the city limits was also discussed.

President O'Leary also spoke on the Loomis report, originally to be delivered by Dr. Guindon. Due to an urgent meeting on Beacon Hill, Dr. Guindon was unable to attend.

The Loomis report was drawn up by Henry Loomis, former deputy, U.S. commissioner of education, at a request by the Board of Trustees. The purpose of this investigation was to determine the strengths and weaknesses of the organizational system of the state colleges. There was misunderstanding as to the roles of the three main units; the Board of Trustees, the Board of Presidents, and the central office of the Division of State Colleges.

Mr. Loomis recommended that the Board of Trustees make all policy while the Board of Presidents be made an integral and accepted member of this structure. Previously, the Board of Presidents had been meeting informally. The Division of State Colleges was reduced to a staff function.

As recommended, the Presidents of each state college would be responsible for running their respective college and would be removable under the Board of Trustees. It was the Presidents duty to develop a liaison structure between students and faculty to overcome the problem of a presidential dictatorship.

At this point, President O'Leary agreed that "I'm outmoded, but I'm not a dictator."

In a further statement that Presidents and Deans have no tenure as such, Dr. O'Leary made reference to his still existing tenure as History chairman at Boston State College. Since the Board of Trustees has a responsibility to send him back in this capacity for 9 months a year, 9 hours a week at his present salary, if the occasion arises, Dr. O'Leary said "I might be tempted to force the issue." If at any time a majority of students sign a petition asking me to go, I would probably accept."

Bernie Battle, S.G.A.

communication that was going on at the "Time-Out" day would necessitate no one leaving but the graduating seniors.

Later that afternoon, after the presentation of student demands, President O'Leary again addressed the assembly.

He said that this "Time-Out" was an example of healthy ferment" and that he would have "this kind of activity rather than what has disgraced San Francisco State and Brandeis University."

Dr. O'Leary pointed out that many of the student demands were illegal and that he had no control over them. When questioned later as to which demands were specifically illegal, Dr. O'Leary said that none of them were illegal, per se. "In so far as they are not illegal and destructive to the institution", President O'Leary said he accepted them.

In regard to the S.G.A.-Advocate contract, Dr. O'Leary said "I have never interfered with the freedom of the press." He also said that he had never tried to erase Frank Baglione's four letter words as unpleasant as they were to Dr. O'Leary's own taste.

Referring to student revolt on the nation's campuses, Dr. O'Leary said that it was not a pleasant thing to be the President of a college. He also said "I am too long a President." Dr. O'Leary has been here 19 years.

In a plea for understanding Dr. O'Leary said that the "administration is not your enemy, but your friend. I do not have unlimited power."

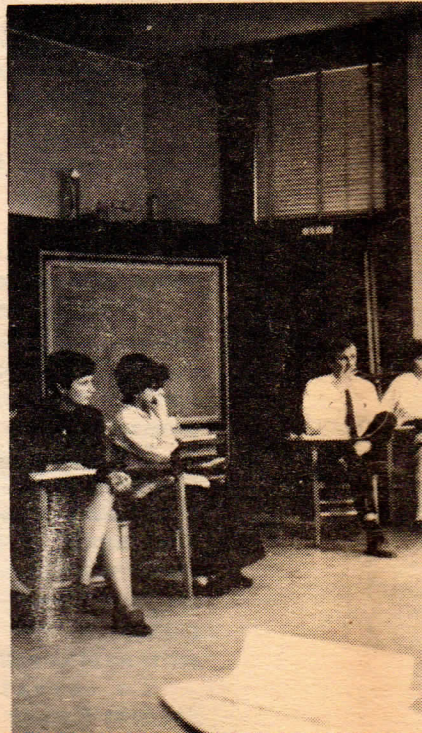
In answer to a demand for S.G.A. control of student activity fees, Dr. O'Leary said a law existed prohibiting this. At one time this responsibility had rested on the Student Government, but Dr. O'Leary stated that there was some dishonesty on the part of the students. He said "Not all students are honest, just as all people aren't."

When questioned in regard to the four days and overall number of days in the school calendar, Dr. O'Leary said that he hadn't checked the days; it was "the Dean's duty to do that." He then said "Let's abolish the four days and go back to the old calendar."

In a direct response to a student demand, Dr. O'Leary said that LSC could have a cigarette machine. It was but an "exercise of arbitrary prejudice" on Dr. O'Leary's part to "lengthen your lives in this world."

Dr. O'Leary defined just what is required of a school calendar. It must have 150 teaching days as stated by Board of Presidents decree and also extend into the first week of June. According to President O'Leary, the vetoed faculty calendar consisted of 140 teaching days and no days in June.

In closing, Dr. O'Leary said "Don't look on me as your



ADMINISTRATION CONFRONTATION

What Was Gained?

by Suzanne Molleur

For the first time last Wednesday the members of the Lowell State College community gathered together, not as faculty, not as students, not as SGA or Faculty Senate, not as elementary, music, biology, history, or English majors or professors, but as members of Lowell State College. If Wednesday achieved anything, it achieved that.

Of course you could also say it achieved nothing. A cigarette machine and an unlengthened school year are not what can be called major triumphs. Students still have no voice in the making or carrying out of decisions which affect them directly — though the new Academic Senate, if approved and established, promises one. There is no guarantee any senate, academic or faculty, can accomplish anything of value in the face of administration reluctance — as the fate of the faculty-proposed academic calendar demonstrates. The problems which faced us before Wednesday, the problems pointed out Wednesday by both students and faculty, remain unsolved, and there is no guarantee of quick or effective movement to solve — even seriously study — them. There is no guarantee that the concern manifested Wednesday is deep or long-lasting or can be counted on for any action more strenuous than talking. There is no guarantee that the communication begun

Wednesday won't be engulfed by the great silence that normally rules all relations here. Nothing tangible was accomplished.

"But intangibles are often important. And simply because we were gathered together as a community, simply because for once we were doing the same thing, at the same time, for the same reason, we might have gained one intangible. We might have seen that we all do care. Students might have seen that the faculty is concerned. The faculty might have seen that students are concerned and, by and large, responsible. The members of each department and major might have seen that the members of all other departments and majors are no less concerned than themselves about the needs of the school. Indeed, we — the students, at least — might have seen for the first time that our individual problems and needs are really the problems and needs of the school, common needs, common problems. In short, we might have gained a breadth of vision, a sense of ourselves as a unity which was missing before.

If we did, I don't think we'll lose it. It will stay in our minds as a blueprint of what Lowell State can be, and a model of what the school should be. Later events, disagreements, or our own lack of energy may keep it from realization, but I think it's important and valuable to be able to share a vision worth realizing.

Advocate Polls Student And Faculty Opinion

These comments were voiced by several students and faculty in the wake of Lowell State's first 'Time Out' held last Wednesday.

Dr. Foy: Students and faculty saw all sides of the problem and complexities thereof. From this much student and faculty concern good cannot fail to come. At least from discussing problems together both parties will realize that working together is the only way to accomplish anything.

Vivian Szetela: This was a really constructive move toward establishing lines of communication between all elements of the college. I hope that faculty senate and S.G.A. and administration consider these proposals.

Mr. Derry: This brought an awareness to the college, an awareness of it as a college. To maintain this awareness will necessitate the involvement of everyone on campus.

Jerry Marchand: I got to know the faculty better. I had never known Dr. Burto, Dr. Haber, or Mr. Friedman until today. I found also that I had never really looked at Dr. O'Leary whom I now distrust. I don't know how much good will come out of it.

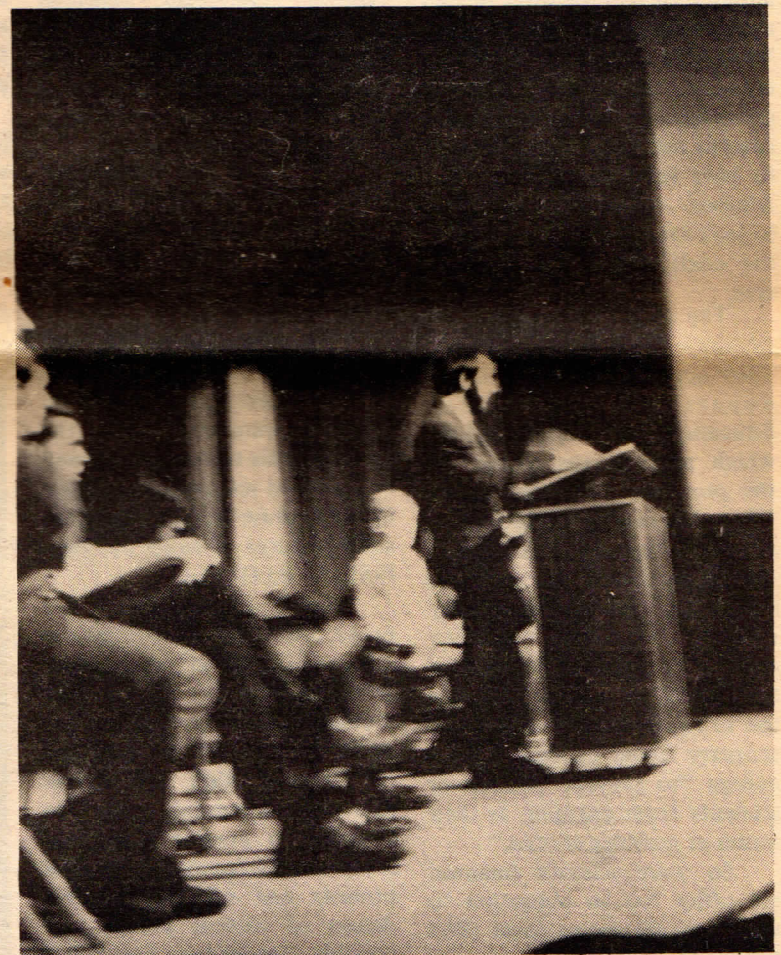
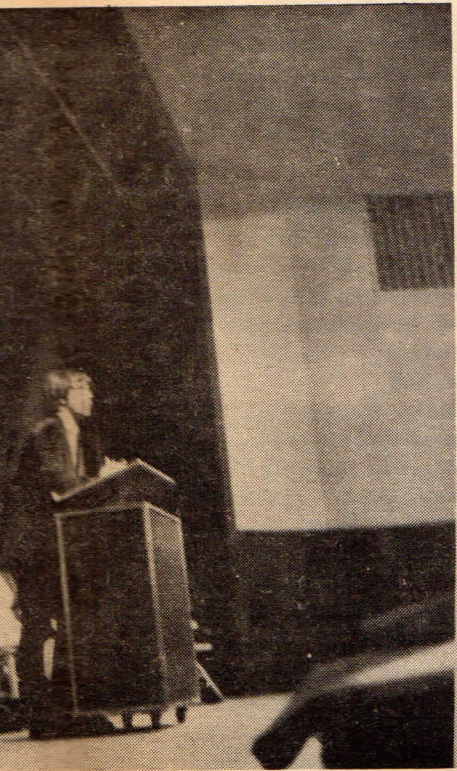
Dr. Haber: I really have more respect for the students. Not only of their awareness of what is wrong with this school but of their awareness of the root of

the problems. Now we really must move.

Dr. Lyons: Conditions are still the same. The issue is the decision-making apparatus. We got a cigarette machine in two days. It is below our dignity that we have to badger O'Leary everytime anyone wants something. At least the faculty spoke out. Students seem to be more comfortable under authoritarian pedagogy and when emphasis changed they didn't seem to rise to the challenge.

Dr. Shannon: VERY good attempts to solve problems have been made. The problems students posed were good and relevant.

Mr. Luter, Assistant Dean of Men: Felt that "he was all for this kind of thing", yet he did feel that many of the points discussed were trivia and as a result, the impact of this meeting lost some of its sincerity. He said that, "there are so many problems, and with everything going on, we spent the whole day involving ourselves with petty problems. In that nine hour day, thousands of people were starving to death." He did feel that many constructive points were brought up, yet, "these can only be accomplished if the student himself does these things." Finally, Mr. Luter felt that "because there were only five hundred people there, these five hundred should spend the time educating the other eleven hundred who weren't there."



Warning to Financial Aid Recipients

by John Zeh
College Press Service

WASHINGTON (CPS)—If you get, or hope to get, financial assistance from the federal government to help pay college expenses or to finance projects and are worried about losing it by participating in a campus demonstration, pay heed to the following. Clip and save, and re-read before you run out to join the next sit-in.

These are the programs involved: National Defense Education Act (NDEA) loans, Educational Opportunity Grants, Federally-guaranteed loans, College Work-Study, government fellowships, National Science Foundation (NSF) and National Aeronautics and Space Administration (NASA) grants. You can be denied aid under these programs under certain conditions.

The Nixon Administration has formally brought to the attention of college administrators provisions of two acts passed by the last Congress. While the President feels the academic community, not the government, should preserve campus peace, he clearly intends to have the laws enforced. The Johnson Administration chose to look the other way because of the confusion in this sensitive area.

The first Congressional act pertinent to campus unrest is the 1969 appropriations bill for the department of Health, Education, and Welfare (HEW), which provides the money for the programs mentioned above. The lawmakers attached a provision that says "no part of the funds ...shall be used" for aid to any student or faculty member "convicted by any court of general jurisdiction of the use of or assistance in the use of force, trespass, seizure of property under control" of the college "to prevent officials or students from engaging in their duties or pursuing studies."

So your school's financial aid office has an obligation to deny you aid during fiscal 1969 if you disrupt campus life and are convicted of a crime during the disruption. If it wants to withhold aid or an application while your case is pending, it can.

Aid cut-off is mandatory and automatic only if you are convicted of a crime.

If you participate in a protest but are not arrested, a provision of amendments to the Higher Education Act of 1968 applies. You can be denied only if your school determines that you "willfully refused to obey (its) lawful regulation or order and that the refusal "was of a serious nature and contributed

to a substantial disruption of the administration" of the institution. The school can decide whether it wants to investigate, and could determine innocence by liberally defining the terms "serious" refusal and "substantial disruption." If it determines guilt, aid must be denied for two years.

The amendments also carry a provision requiring aid cut-off if the school determines that you have been convicted of a crime such as that under the appropriations act. But this section is apparently superceded by the mandatory cut-off in the appropriations act.

When the two acts were passed last fall, educators issued loud cries of interference with academic freedom and integrity (CPS 11-1). Recognizing their insistence in independence, President Nixon tempered his expected "law 'n order on the campus" statement delivered more than a week after he had promised it. He issued a dire warning with a mild prescription that the universities should keep their own houses in order.

The delay in issuing the statement presumably was caused by disagreement over how hard a stand to take and deciding just what the federal government can do.

Nixon's stand has for the moment laid to rest the question of direct federal intervention on troubled campuses. But the provisions his statement says will be enforced are under discussion in the House higher education subcommittee chaired by Rep. Edith Green (D-Ore.).

The Green committee has heard testimony for and against aid cut-off. Noted psychologist Bruno Bettelheim argued that measures taken to ease campus unrest should not be punitive. He warned that undesirable repressive measures might be imposed to prevent chaos and severe counterreaction to campus protests and said the greatest danger of student protest is a possible "fascist-type backlash," not protest itself.

Representatives of the National Education Association and its student affiliate SNEA called for repeal of the provisions because they are "vague, unenforceable, unduly repressive, and unjust." "Rather than trying to put down student unrest," said NEA staff assistant Mel Myler, "we should be searching for student participating in decision-making of the university a reality everywhere."

The committee is continuing its hearings so it can decide what to do with the aid cut-off provisions on the books.

Campus Ferment Sweeping Nation

(CPS)—The state of North Carolina was the scene of activity from one end to the other last week as protests continued on at least three campuses.

At the University of North Carolina in Chapel Hill, leaders of the Black Student Movement (BSM) and supporting teaching assistants have threatened to "ruin the school" if the demands of striking nonacademic employees are not met.

Picket lines went up at Lenoir Hall, where the cafeteria is located. Slow-down tactics have been used there regularly since the employees went on strike several weeks ago. The employees are protesting low pay, lack of collective bargaining, and discrimination in personnel and hiring policy.

The students chose Manning Hall for their occupation because it was not used for any purpose (the law school moved out of it last fall) and because it's where the state's first Negro student, Floyd McKissick, had his classes some years ago.

But North Carolina Governor Bob Scott ordered the university chancellor, J. Carlyle Sitterson, to clear the building, and then sent 86 highway patrolmen and campus policemen to close it.

In Durham, the campus of Duke University was placed under curfew after police chased and clubbed students holding a rally March 11 in support of black student demands.

The students, from both Duke and nearby North Carolina College, held several torchlight

parades in the center of Durham, where black students are setting up a Malcolm X Liberation School.

The Afro-American Society at Duke more than a month ago led the campus into several nights of police-student confrontation over demands for black studies programs and equal rights for black employees. A faculty committee appointed to deal with those grievances rejected a proposal to include students on the committee, causing 26 blacks to withdraw from Duke and open the Malcolm X school.

Some Duke professors have indicated they will teach courses at the school.

More than one-third of the student body at Boston College last week petitioned their president to reconsider his firing of a theologian on the college faculty.

2000 students at the Catholic college staged a peaceful march to the office of Father W. Seavay Joyce, where they presented a petition signed by more than 2500 undergraduates (the college had 7000 undergraduates).

The petition urged the president to reconsider his firing of faculty theologian Dr. Mary Daly. She was given a terminal contract (for one year only) last week.

Students at the college say Dr. Daly is a popular teacher on the campus and a well-known theologian in academic circles. One student described her views as "avant-garde."

Father Joyce makes the final decisions on tenure and hiring of professors at the college. But students hope that the academic senate (made up of 14 students, 14 administrators and 28 professors) will also urge him to change his mind about Mrs. Daly.

First Seminar

(Continued from Page 1)

announced that all the proposals would be collected into a report which will be made available to the students, faculty, and administration.

Following these reports, Mr. Battle introduced Dr. O'Leary as the "Honorable delegate from the Administration" who would again like to speak to the student body. Dr. O'Leary stated that it was impossible for some of the demands to be met because of state laws, but he also stated that the demands which could be met by him would be met. He stated, "I, too, am under authority—your target should be the state legislature. The demands which he did meet included the return to the original calendar, and the installation of a cigarette machine. Dr. O'Leary informed the students that the budget would have to be doubled to meet many of the other demands.

It was hoped by all present that many more proposals will be answered in the near future. Everyone agreed that we had made a start in the right direction. Lines of communication had been opened between the students, faculty, and administration.

CALENDAR 1969 - 1970

"This is the proposed calendar drawn up by the Faculty Senate Committee to be submitted for consideration."

Fall Semester - 1969

Registration & Freshmen Orientation	Sept. 10-12	(Wed. to Fri.)
Classes Begin	Sept. 15	(Mon.)
Legal Holiday	Oct. 13	(Mon.)
Legal Holiday	Nov. 11	(Tues.)
Thanksgiving	Nov. 27, 28	(Thurs., Fri.)
Christmas Vacation	Dec. 20 to Jan. 4	
Classes Resume	Jan. 5	(Mon.)
Classes End	Jan. 12	(Mon.) 72 class days
Reading Day	Jan. 13	(Tues.)
Examinations	Jan. 14-16, 19-23	eight days
Semester Break	Jan. 26-28	

Spring Semester - 1970

Registration	Jan. 29, 30	(Thurs., Fri.)
Classes Begin	Feb. 2	(Mon.)
Legal Holiday	Feb. 16	(Mon.)
Spring Vacation	March 29-April 2	
Legal Holiday	April 20	(Mon.)
Last Day of Class	May 20	(Wed.) 72 class days
Reading Day	May 21	(Thurs.)
Examinations	May 22 - June 3	eight days
Legal Holiday	May 25	(Mon.)
Graduation	June 7	(Sunday)

Analysis of the Academic Calendar, 1969-1970


160 days of instruction
-16 days of examination (eight days each semester as requested by SGA)

144 days of classes (72 days each semester)

Additional days:
Two Reading Days (one each semester)
Five days of Registration and Orientation (three in the fall and two in the spring semesters)
Semester Break January 26-30 with registration on Thurs. and Fri.
End of exams on June 3; Graduation on June 7
Fall Semester Sept. 15 - Jan. 12 72 class days
Spring Semester Feb. 2 - May 20 72 class days

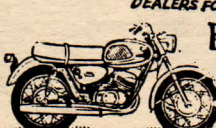
DINO'S

for Best Subs and Pizzas
in town
'Good Food for Good Appetites'
382 Broadway St.
&
638 Chelmsford St.
Lowell



SUN & SNOW
PRODUCTS, INC.

Motorcycles
AUTHORIZED DEALERS FOR
KAWASAKI
BRIDGESTONE
And **YAMAHA**



REPAIRS • PARTS • ACCESSORIES for all makes
SEE US FOR HIGHEST TRADE-INS
242 CHURCH ST.
LOWELL, MASS. 617 452-2413

Radical Teacher Corps on Campus Today at 1:00

The five authors of the Vietnam Curriculum have been teaching in Boston area high schools for several years. We met and began to work together in the Thursday Group, a weekly meeting of innovative teachers from the city and the suburbs. For a long time we talked in the group about our problems in the rigid, traditional schools in which most of us worked. We exchanged anecdotes, talked about the harmful effects of schools on children, received and passed on information about interesting developments around town in the field of education. The group became indispensable to us, as a place to get immediate help with classroom problems and as a source of new ideas and moral support in our effort to improve the schools. But the discussions, though stimulating, did not fulfill our most urgent need—a way to relate our teaching to the crises in American life.

For years we had been concerned about the war in Vietnam and its relation to American attitudes and values, and to American politics. We searched for a comprehensive treatment of the subject for high school classes, and finally we decided to write our own. A thorough and balanced history of American involvement in Vietnam including documentation and description at a reading level suitable for academic classes in the upper grades, is the most nearly traditional component of the course. But the course goes beyond history, and beyond the current fascination with teaching "Controversial Issues", to examine the effect of the war on individual Americans and Vietnamese. The war impinges on the lives and futures of our students, and many of them feel strongly about it. We respect the feelings of our students, and we believe that effective learning begins with a recognition of one's personal opinions. We attempt to use the students' opinions as a starting point in the lessons. Rather than try to change their opinions, the

curriculum helps students understand their attitudes, and encourages them to act on their beliefs. The five of us oppose American involvement in the war, but we have been careful not to impose our ideas on students either in class or in the course.

As we worked on this course, we continued to teach at least part-time, and to attend the Thursday Group. Close working relationships developed within our own project and we came to rely less on outside support.

The war goes on. Some of the materials seem dated, but in fact it is the names of the people and places which have changed, while the pattern of events and the underlying issues remains the same. And our duty as educators remains the same, to raise questions concerning social problems and help the young people we teach find answers.

Student Gov't

(Continued from Page 8)

administration personnel and all faculty members. The faculty should do the same with regard to the faculty senate meetings.

This committee also proposes that the Student Council mandate its president and co-ordinator to bring the suggestion before the Massachusetts State College UNION to investigate the possibilities of a student voice in the selection of members of the Board of Trustees. If the UNION does not wish to cover this topic the Council should then attempt to investigate this topic on its own initiative.

It is the opinion of this committee that the administration should forsake its "hard-line policy of saying "This is what has to be done" and adopt a policy of more student and faculty participation in all aspects of the college community.

Due to the fantastic response at this seminar, we suggest the possibility of holding a "Student - Faculty - Administration Seminar" every semester.

New Memorandum Issued

March 27, 1969

MEMORANDUM

To: All Students and Faculty
FROM: John J. Fisher
Academic Dean

By order of the President all activities of the College will revert back to the revised College Calendar of October 9 1968.

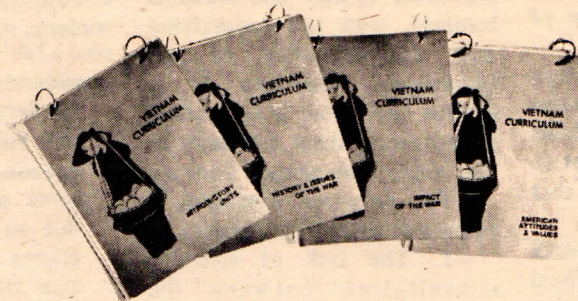
What Happens When Your Students Discuss The Vietnam War?

Five teachers in the Boston area were tired of frustrating, confusing arguments in their classes. Knowing that discussions do not have to end in stalemate, they wrote a 350 page curriculum on the war in Vietnam and related issues which gives students and teachers new insights and positions and involves them in the basic questions of the war.

Last Spring the five teachers distributed *Vietnam Curriculum* to teachers in more than 40 schools in the Boston area. The response was overwhelmingly favorable.

- Teachers in urban schools found their students focusing on problems in new ways.
- Suburban teachers found ways of getting beyond the easy clichés and assumptions of their students.
- University faculty members requested copies for use in their curriculum development courses.
- Community leaders wanted copies for their workshops and discussion groups.

In response to the current demand, *VIETNAM CURRICULUM* is being presented in this updated *New York Review* edition, which consists of four volumes divided into eleven teaching units. Each unit stands by itself and interlocks with the others to make a complete study of a complex and controversial situation.



Vietnam Curriculum has continuing relevance—not only to American foreign policy but also to issues within American society. Volume One provides a specific case study of an imaginary poor people's state called Laguna, which introduces the students to the problems of underdeveloped countries. Volume Two gives a clear account of the history of the war. Volume Three contains a unit on the politics of American foreign policy. Volume Four leads the student into a study of American attitudes and values that can be used in exploring any current issues in American society. All of the units contain new teaching methods which go beyond the traditional lecture-discussion techniques and engage the students in an examination of their own ideas, concerns, and values. As Edgar Z. Friedenberg says in his Introduction, "High school students who are given an opportunity to see the *Vietnam Curriculum* may thereby conclude that the high school has finally come to respect them as individuals . . ."

"The *Vietnam Curriculum* exhibits a level of accuracy and scholarship unknown to the world of school texts, very often absent in the world of college texts. The appearance of these volumes should set new standards or make strong demands on those who presume to write the textbooks of tomorrow. This curriculum demonstrates that it is possible to deal with topics of current and vital interest in an honest, forthright, and understanding way."

Wayne A. O'Neil
Professor of Humanities
Massachusetts Institute of Technology

"Every child realizes that what he studies in school has almost no relation to the troubling world in which he lives. Most educators prefer this aura of unreality, for it is safe and uncontroversial. The *Vietnam Curriculum* is a rebellion against this tradition. It raises questions which will allow students to get excited about what goes on in school."

Christopher Jencks, School of Education,
Harvard University
Co-Author of *The Academic Revolution*

"This unit is the best collection of documents and reading I have seen for school use on the subject of Vietnam. More interesting, however, is the way in which the material is organized to allow the class or individuals to spin-off into the study of related problems. I think that this unit points to the way Social Studies materials must be organized if we really believe in discovery and individual learning."

Edmund Traverso, Materials Director
Committee on the Study of History
Amherst College

"These materials are excellent, both the source and reference materials, and the suggested class activities. This curriculum would be most interesting and valuable to almost any high school class."

John Holt,
Author of *How Children Fail*

The war in Vietnam will continue to be a subject of intense concern to teachers and students for many years to come. Order a set of *Vietnam Curriculum* today—all four volumes come boxed, with rings for fastening which keep the teaching units easily accessible, and with the teacher's guides on gold paper for quick identification. The price for all four volumes is just \$10.00, or \$8.00 if you order ten or more copies.

Vietnam Curriculum
Department RS-1
New York Review
250 West 57th Street
New York, N.Y. 10019

Please ship immediately ___set(s) of all four volumes of *Vietnam Curriculum* post paid. I enclose a check payable to the New York Review (\$10 per set; \$8 per set for ten or more sets).

Name _____

Address _____

City _____ State _____ Zip _____

"Fashions To Tickel Your Fancy
and
Blow Your Cool
at

Crackerjacks

Downtown Lowell

ARTIST
SUPPLIES OF EVERY DESCRIPTION
**Custom
Picture
Frames**

Cote's
Wallpaper & Paint, Inc.

Corner Broadway & Fletcher Sts., Lowell
LOWELL
Tel. 453-7161

Open Mon. & Thurs. 7:30
to 9 p.m. Tues., Wed., Fri., Sat.
7:30 a. m. to 6 p. m.

You'll find

**Varsity
Shop**

AT MARTIN CLOTHES

*Everybody
wants to
get in our
pants*

Lee — Levi — Male — Haggar

See us for all turned
on college styles.

downtown Lowell

Student Gov't

(Continued from Page 2)

were held and a list of all announcements made at the meeting.

C. There should be at least one hour set aside every week which would be open for discussions, meetings, etc. (This point cannot be emphasized too much. It is absolutely essential for communication. Perhaps if we had had this weekly hour during this year there would have been no need for the Student - Faculty - Administration Seminar. Although this proposal might necessitate the scheduling of classes at 8:00 A.M., this committee feels that the importance of the proposal far overrides the inconvenience of early classes.)

D. There should be a greater emphasis placed on student opinion polls and students should make a greater effort to participate in these polls so that every voice will be heard.

This committee feels that all organizations should have fiscal autonomy and should also have a greater participation in the scheduling of facilities (for example, the gym and the Little Theater).

In order to improve communications between the students, faculty, and administration, this committee proposes the following:

A. There should be a student liaison between the students and the college president. (This liaison could be the vice-president of the S.G.A.) His duty would be to report to the president all happenings at the Student Council meetings and any other problem or decision in which the president would have an interest.

B. There should be a written summary of Council meetings distributed as soon as possible after the meetings to all

(Continued on Page 7)

The committee on the Academic Calendar discussed a two-fold topic. These topics dealt with the immediate problem of the extension of the academic calendar for the school year 1968/1969, and the implementation of the proposed calendar for the school year 1969/1970. In the first section, Topic I, the committee formulated the following resolutions concerning the four (4) day extension of the Academic Calendar 1968/1969:

I. This committee feels that the decision to make up classes missed due to snow storms, and the like, be the duty of the individual faculty and students involved, with the cooperation and coordination of the Department Chairmen. It is evident that there is an interest in recovering these lost days, in that many have already done so.

The proposed extension is vulnerable on two (2) counts:

1. The lack of effective consultation between the

Administration and the Students is deplorable. The Poll, which was used as the basis for the proposed extension, is representative of the Student Body. The poll was a coverage of only 474 students, 159 of these violently opposed to all three of the "alternatives" given to the students. In our opinion, the poll was also illconceived; it only offered three (3) suggestions, therefore asking no opinion, per se. This committee feels that to justify an extension of the school year, by using an illconceived, unrepresentative poll is unacceptable.

2. The specific hardships encountered by individual students due to the short notice should be taken into consideration.

(a) Seniors: The Senior Prom will fall in the middle of the examination period. Senior week will be a total failure due to the fact that Senior classes will be in session at this time, and the money

already spent is unredeemable.

(b) General Student Body: Many students have summer jobs filled by June 2 and 3. Also the calendar conflicts with previously planned social and family activities, such as weddings and graduations. Lastly, there will be financial problems due to changes in plans in accordance with the extension.

We direct the Student Government Association and the Faculty Senate to back this position and implement it.

II. This committee feels that the authority for overall, specific calendar planning should be in the hands of the College Senate, with the advice and consent of the Student Government Association and the Administration. This committee also asks the College Senate to define the following terms: orientation, registration mid-term exam, final exam and clarify whether or not these are

or should be considered days of instruction. We also ask for a clear and concise definition of what is the accepted use of the term "instruction". This committee demands that the "snow day policy" be clarified.

The committee feels that a five (5) day semester break is imperative because of the physical and mental exhaustion which results from final examinations.

We endorse the proposal of the Faculty Senate for the academic year, 1969/1970. This proposal is a calendar which includes

-140 instructional days (70 days each semester)

-16 examination days (8 days each semester)

-5 day semester break, with some provision for registration and orientation.

We demand that the above calendar be implemented by the Administration for the academic year 1969/1970.

Chairman—Kevin Shanahan

Academic Calendar Committee Report

Mogan Calls for Solutions to City College Problems

Associate Professor of Education, Mr. Patrick Mogan, questioned the functions and relations of Lowell State College and Lowell Technological Institute in conjunction with the city of Lowell, Massachusetts. In a speech at the Newman Center, last Wednesday, the former assistant superintendent of schools in Lowell talked on the role of the two colleges in the city. Mr. Mogan feels that the students and the institutions must fit into more than their individual academic communities. They must work to improve the city, while they improve themselves.

Mr. Mogan stated that there are two lines of thinking on what a college ought to do in its own society. The first is that the university must remain aloof from the problems of their host city. The other is that the college must contribute something to the area in which it is located. He equated what LSC and LTI should do with what the Boston College seminar did on the rebirth of Boston.

The colleges each have their own fields of specialization and in each they should provide the city with the fruits of these. For example, he pointed out, many industries along route 128 were

started by MIT professors. These industries greatly aided the cities in which they were located. Since this is the field of Lowell Tech, it ought to make the impetus to bring in new industries into the greater-Lowell area. And since Lowell State is becoming increasingly a liberal arts college, with teaching specializations, it should be able to make improvements in education as well as other areas in Lowell.

Once, Lowell Tech did provide a relationship between industry and university. The industry was the textile properties and the university was

the Lowell Textile Institute. But subsequently, LTI has changed its pursuits, but failed to adjust to aiding new industries. State is turning more to a liberal arts college, however, its graduates are not fitting into the Lowell area, and making an effort to improve the area. Today more than mere presence is important—a real commitment to community is necessary.

In a somewhat related subject, Mr. Mogan called for a youth council consisting of students from Lowell State and Lowell Tech to make suggestions and carry out subsequent programs to make Lowell a better place for the youngsters and older people. The power of youth, he said must be harnessed to not only provide assistance to variously impoverished areas, but also give them a sense of really being part of something. This council would eventually become a "think tank" for problems concerning the ghettos and the elderly.

Among the suggestions was a sidewalk theatre company to provide some cultural activities. Under this plan, an example of what other ideas would be like, kids would write their own plays and perform them wherever they are wanted.

L.S.C. Kinetic Arts Festival

April 15 -
Jules and Jim/ Black Orpheus
April 17 -
A Unicorn in the Garden/ The Seventh Seal/ Smiles of a Summer Night
April 24 -
The Critic/ The Gold Rush/ The Virgin Spring
April 29 -
La Strada/ Big Deal on Madonna Street
May 1 -
The Barber Shop/ Citizen Kane
May 6 - Yojimbo/ The Wild One
May 13 - The Violinist/ The Blue Angel
May 15 -
Le Bonheur/ Sparrows Can't Sing

LOWELL STATE KINETIC ARTS FESTIVAL

PRESENTED BY PEGASUS

APRIL 15 - MAY 15

Films Acclaimed at
Cannes Film Festival
at 8 p.m.